

# Bibliography

## Topic Area: College Preparation

American Indian Higher Education Consortium (2000, May). *Creating Role Models for Change: A Survey of Tribal College Graduates*. Retrieved December 6, 2005 from <http://www.aihec.org/AIHEC%20Documents/Research/rolemodels.pdf>.

This report, part of a series sponsored by the Tribal College Research and Database Initiative, presents the results from a survey administered by the Sallie Mae Education Institute to Tribal College graduates in the spring of 1999. Demographic and enrollment characteristics are discussed as well as the current activities of the students, including employment patterns, median salaries, and the percentage of students who continue their education at tribal and mainstream institutions.

Aragon, S. (2002). [An Investigation of Factors Influencing Classroom Motivation for Postsecondary American Indian/Alaska Native Students](#). *Journal of American Indian Education* 41(1), 1-18.

In the first part of a three part series examining the learning styles of postsecondary American Indian/Alaska Native students, environmental and social factors that maintain student motivation for learning were investigated. A total of 206 American Indian students attending community colleges in the southwest participated in the study. The three instruments selected to measure maintenance of motivation included the Friedman and Stritter *Instructional Preference Questionnaire*, the Reichmann and Grasha *Student Learning Style Scales*, and the Rezler and Rezmovic *Learning Preference Inventory*. The major finding was that students preferred teacher structured environments consisting of feedback, active roles, and use of media. However, well-facilitated, student-structured environments are encouraged as well. Students also revealed the belief they must compete with one another for the rewards that are offered which contradicts cultural values and behaviors. Based on the results, recommendations for facilitating teacher- and student-structured environments that establish and maintain student motivation are provided.

Carney, C. (1999). [Native American Higher Education in the United States](#). New Brunswick, NJ: Transaction Publishers.

Carney reviews the historical development of higher education for the Native American community from the age of discovery to the present. The author has constructed his book chronologically in three eras: the colonial period, featuring several efforts at Indian missions in the colonial colleges; the federal period, when Native American higher education was largely ignored except for sporadic tribal

and private efforts; and the self-determination period, highlighted by the recent founding of the tribally controlled colleges. The concluding chapter discusses the current status of Native American higher education.

Cole, J., & Denzine, G. (2002). [Comparing the Academic Engagement of American Indian and White College Students](#). *Journal of American Indian Education* 41(1), 19-34.

The purpose of the current study was to compare the dimensions of student academic engagement between American Indian and White college students. The conceptual framework underlying this research project were the [Seven Principles for Good Practice in Undergraduate Education](#) developed by Chickering and Gamson (1987). For the purpose of the present study, the authors limited their analyses to the items in the College Student Experience Questionnaire (Pace, 1998) that measure three of the seven principles related to student experiences and involvement in the college environment. These three principles include Active Learning Techniques, Student-Faculty Contact, and Cooperation Among Students. Overall there were no significant differences between American Indian and White students and their academic engagement. In addition, both American Indian and White students report relatively high levels of satisfaction with their collegiate experience.

College Board (1999). *Priming the Pump: Strategies for Increasing the Achievement of Underrepresented Minority Undergraduates*. New York, NY. Patricia Gandara. Retrieved March 6, 2005 from [http://www.collegeboard.com/research/pdf/primingthep\\_3949.pdf](http://www.collegeboard.com/research/pdf/primingthep_3949.pdf).

This report identifies higher education programs and strategies that have the capacity to help many more minority students distinguish themselves academically in the undergraduate level than is now the case. Identifying such strategies is important for two reasons. First the number of African American, Latino, and Native American college-bound high school seniors is still relatively small. Second, there is extensive evidence that underrepresented minority students – including many academically well-prepared individuals – tend to earn lower grades on average at historically White colleges and universities than do majority students with similar academic backgrounds, such as similar college admission test scores.

Educational Testing Services (2004). *Characteristics of Minority Students Who Excel on the SAT and in the Classroom*. Retrieved December 13, 2005 from <http://www.ets.org/Media/Research/pdf/PICMINSAT.pdf>.

This report attempts to better understand the characteristics and ambitions of academic superstars from diverse racial/ethnic backgrounds by examining characteristics of these students in terms of high school courses taken,

participation in school activities, leadership experiences, academic success, and parental education.

Gilbert, W. (2000). [Bridging the Gap Between High School and College](#). *Journal of American Indian Education* 39(3), 36-58.

The purpose of this study was to determine the effects of culturally appropriate English, mathematics, and career development curriculum on American Indian sophomore and junior high school students' academic achievement in a five-week summer program called Nizhoni Academy. The sample for this study consisted of 135 high school students; 39 males and 96 females. The sample included 103 Navajos, 24 Hopis, and 8 students who represented other American Indian Nations. The purpose of the Nizhoni Academy was to provide academic support services and direct instruction to educationally disadvantaged secondary students attending rural high schools on or near the Navajo and Hopi reservations in northeastern Arizona and New Mexico. The goals of the program were threefold: (a) to acquaint the American Indian sophomore and junior students to the rigors of college/university life, (b) to prepare students for continued academic success in high school, and (c) to provide an academic "bridge" that would better prepare Native secondary students in becoming academically successful in either the college or university.

Harvey, W., & Anderson, E. (2005). [Minorities in Higher Education 2003-2004: Twenty-first Annual Status Report](#). Washington, DC: American Council on Education.

The 21st edition of the Minorities in Higher Education Annual Status Report summarizes the major indicators of progress among racial and ethnic minorities in American higher education, and analyzes statistics on high school completion, college participation and enrollment, degrees conferred, and higher education employment. The report provides data primarily from 1991 to 2001, as well as a focus on the most recent one-year period for which data are available, 2000 to 2001. This edition also is the first to include data for persons of unknown race/ethnicity.

Heavyrunner, I., & DeCelles, R. (2002). [Family Education Model: Meeting the Student Retention Challenge](#). *Journal of American Indian Education* 41(2), 29-37.

The Fort Peck Family Education Service Model is a powerful family-centered, culturally appropriate program for marginal and disadvantaged students. At its beginning, the project included the participation of Blackfeet Community College, Salish Kootenai College, Stone Child College, and the University of Montana. The success of this family-centered model has been replicated in native/tribal communities as far away as Florida and Canada. (P.O. Box 348, Poplar, MT 59255, [www.fpcc.cc.mt.us](http://www.fpcc.cc.mt.us))

Jackson, A., & Smith, S. (2001). [Postsecondary Transitions among Navajo Indians](#). *Journal of American Indian Education* 40(2), 28-47.

This study used interviews to examine the postsecondary transition experiences of 22 Navajo Indians. The interviews were transcribed and the interview texts analyzed using a synthesis of qualitative methods. The analysis showed that (1) family connections, (2) discrepancy between high school and college learning environments, (3) focus on faculty relationships, (4) vague educational and vocational constructs, and (5) connection to homeland and culture were prominent themes. Implications for interventions with Navajo Indians and suggestions for future research are discussed. In particular, the results of the study indicate a need for stable mentoring relationships with other American Indians who are involved and successful in college and related postsecondary experiences.

Montgomery, D., Miville, M., Winterowd, C., Jeffries, B., & Baysden, M. (2000). [American Indian College Students: An Exploration into Resiliency Factors Revealed through Personal Stories](#). *Cultural Diversity and Ethnic Minority Psychology* 6(4), 387-398.

Resilient factors affecting the retention and completion of American Indian people in higher education were explored using qualitative methods. Interviews were conducted with 14 American Indian students or graduates regarding personal, familial, and tribal experiences that influence their interests, persistence, and adjustment in higher education. Interviews were audiotaped, transcribed, and analyzed for common themes. Results indicate the importance of Indian traditions in the areas of internalized resiliency characteristics, ways of learning, developing an academic identity, and perceptions of social support systems. A description for Indian tradition in each of these factors is portrayed with the words of the students and graduates. Implications regarding the need for personal and institutional responses that are perceived as authentic by American Indian students are discussed.

National Center for Education Statistics (1998). [American Indians and Alaska Natives in Postsecondary Education](#). Retrieved August 24, 2005 from <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=98291>.

This report provides meaningful information and a new awareness of the many ways American Indians and Alaska Natives participate in postsecondary education. It highlights the difficulties involved in obtaining data on Native Americans, particularly through the use of sample surveys. And, it forms the foundation for additional studies of Native Americans in postsecondary education as new and better data become available.

National Center for Education Statistics (2005). [Profile of Undergraduates in U.S. Postsecondary Education Institutions: 1999-2000](#). Retrieved August 24, 2005 from [http://nces.ed.gov/programs/quarterly/vol\\_4/4\\_3/4\\_1.asp](http://nces.ed.gov/programs/quarterly/vol_4/4_3/4_1.asp).

Postsecondary education in the United States encompasses a wide array of educational opportunities and programs. U.S. undergraduates attend postsecondary institutions that range from 4-year colleges and universities offering programs leading to baccalaureate and higher degrees to private for-profit vocational institutions offering occupational training of less than 1 year. This report provides a detailed statistical overview of approximately 16.5 million undergraduates enrolled in all U.S. postsecondary institutions in 1999-2000. Preceding the detailed statistical tables is a discussion of the undergraduate population's diversity and the possible impact of this diversity on persistence in postsecondary education. This report is based on data from the 1999-2000 National Postsecondary Student Aid Study, a survey representing all students enrolled in postsecondary education in 1999-2000.

Ortiz, A. & Heavyrunner, I. (2003). [Student Access, Retention, and Success: Models of Inclusion and Support](#). In M. Benham & W. Stein (Eds.), *The Renaissance of American Indian Higher Education* (pp. 215-240). Mahwah, NJ: Erlbaum.

With near exponential growth over the past 20 years, Tribal colleges and universities serve over a third of all native students in 2-year colleges. As is illustrated elsewhere in this book and this chapter, this growth has occurred in environments with significant challenges. Whereas the institutions confront problems with financing, governance, and tribal relations, the Native American students faces problems of equal complexity. Experiences in college often include difficulties of how to juggle academic, family, and community responsibilities as well as academic challenges that their precollege experiences have not prepared them for. These challenges, in addition to issues about cultural continuity, are explored in this chapter. The chapter concludes with examples of model programs that have been developed to specifically address the concerns of the Native American student.

Office of Vocational and Adult Education (2006, February). [The Toolbox Revisited: Paths to Degree Completion from High School through College](#). Clifford Adelman. Washington, DC. US Department of Education.

The Toolbox Revisited is a data essay that follows a national representative cohort of students from high school to post secondary education, and asks what aspects of their formal schooling contribute to completing a bachelor's degree by their mid-20s. The universe of students is confined to those that attend a four-year college at any time, thus including students who started out at other types of institutions, particularly community colleges.

Pavel M. (1999). [American Indian and Alaska Natives in Higher Education: Promoting Access and Achievement](#). In K. Swisher & J. Tippeconnic (Eds.), *Next Steps: Research and Practice to Advance Indian Education* (pp. 239 – 258). Charleston, WV: Education Resources Information Center.

This chapter draws on an extensive literature review to examine factors that influence the access and achievement of American Indians and Alaska Natives in higher education. American Indians are less likely to attend college than other U.S. ethnic groups. This underrepresentation is partly due to precollege attributes: low scores on college admissions tests, relatively low completion of high school core curriculum requirements, and failure to meet other college admissions criteria. Other, perhaps more important, influences on American Indian postsecondary access are school and environmental attributes: lack of qualified Native educators, lack of culturally relevant curriculum, poverty, and family problems. Once in college, American Indians are more likely than other students to attend a 2-year college and are underrepresented among those who have completed a bachelor's degree. Native graduation and persistence rates are also consistently lower than those of the general student population. To promote satisfactory transition from high school to college, governments and colleges must promote K-16 partnerships with tribal communities to elevate the overall level of precollege academic preparation and postsecondary aspirations of American Indian students. Culturally-specific academic and student support services, mentoring programs, and sufficient financial aid are needed once the student gets into college. Tribal colleges are exemplary in developing recruitment, retention, and supportive campus environments, and many non-Indian institutions have also strived to meet the needs of Native students and communities.

Pavel, M., Inglebret, E., & Banks, S. (2001). [Tribal Colleges and Universities in an Era of Dynamic Development](#). *Peabody Journal of Education* 76(1), 50-72.

In this article, the authors discuss the development of a new higher education phenomena within the United States—tribal colleges and universities (TCUs). The article highlights how these institutions have dramatically changed the higher education realm for American Indians and Alaska Natives in just the short time span of 30 years. A historical overview of TCUs portrays the growth of the TCU movement from previous externally imposed Indian education efforts that failed to meet the needs of students. Selected institutions portraits demonstrate the intersections between culture and community as tribal communities create and control their own institutions of higher education. These intersections are further illuminated through examination of broad TCU curricular functions. Successes and challenges experienced by Native teacher preparation programs nationally, as well as a case study of curriculum development for a specific Native teacher preparation program, provide further insight into how community members identify their own educational needs and develop programs that are specifically tailored to meet those needs. The article concludes that TCUs are promoting a new mindset that is leading to renewed economic, social, political, cultural, and spiritual vitality through education. As a consequence, American Indian people are hopeful about regaining their greatness in America with TCUs leading the way.



Rousey, A., & Longie, E. (2001). [The Tribal College as Family Support System.](#) *American Behavioral Scientist* 44(9), 1492-1504.

This study asked a single question: What is it that tribal colleges are doing that might explain their success in retention of high-risk students? An ethnography of a typical tribal college identified three ways in which family support contributes to retention. These are provision of a coordinated system of social services, especially child care; incorporation of cultural-familial values, knowledge, and traditions throughout the institution's operations; and location on the reservation. The reservation history is one of forced separation of families to obtain even a secondary education. There is a dramatic drop in educational attainment rates of Native American students at the point at which relocation is required. Given these facts, it is recommended that the emphasis on transfer to mainstream institutions off reservation be balanced with provision of baccalaureate and graduate degrees on the reservation.

Tierney, W., & Jun, A. (2001). [A University Helps Prepare Low Income Youth for College: Tracking School Success.](#) *Journal of Higher Education* 72(2), 205-225.

Part of a special issue on the social role of higher education. A study investigated the effectiveness of the Neighborhood Academic Initiative (NAI) and other college preparation programs for low-income minority youths in urban areas of California. Findings revealed that more than 60 percent of those students who began participating in NAI in grade 7 graduated from high school. Of those, more than 90 percent progressed to some type of postsecondary institution and more than 60 percent attended a four-year research college. Findings demonstrated that minority urban youths were fully capable of academic excellence. Moreover, such accomplishment was based on schooling structures and the nature of the relationship between postsecondary institutions and schools, rather than on individual genius.

Woodcock, D., & Alawiye, O. (2001). [The Antecedents of Failure and Emerging Hope: American Indians & Public Higher Education.](#) *Education* 121(4), 810-820.

American Indian education is a microcosm of the American Indian world. This paper provides a contextual overview for understanding the major issues which lead to the antecedents of failure of the American Indian in public education and ultimately to under representation at public institutions of higher education. Highlighting major federal studies over the past 40 years and more recent initiatives emanating from Indian Country, it provides evidence for emerging hope. This hope is predicated on a willingness of public universities and colleges to provide a much needed climate and academic environment that is culturally responsive to American Indian and Alaska Native students and the communities they represent.

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